

QuickReads« Level D Complete Program

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Edition - 1st

Grade Level	Fourth Grade
Readability Level	4th grade
Course / Content	Reading
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The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.

Content The QuickReads program, for Grades 2, 3, 4, 5, and 6 consists of short texts designed to be read quickly and meaningfully. QuickReads ensures that children simultaneously develop three benchmarks of proficient reading identified by the National Reading Panel (2000): fluency, comprehension, and background knowledge. In addition, the choice of nonfiction reading material helps children become knowledgeable about critical topics in science and social studies. The program can be used as a supplemental program during whole-group instruction, or as an intervention program in a small group or one-on-one setting.

Each level of QuickReads consists of three books, each with nine science and nine social studies topics. Each topic consists of five connected passages. This structure enables students to explore a topic in-depth and build a body of knowledge they can use when they read their content-area texts. Review material for each topic ensures that students are reading with comprehension. The texts on each level emphasize fluency with content-rich vocabulary, consistent comprehension strategies, and critical knowledge. These texts support automaticity with the high-frequency words and phonic/syllabic patterns that readers need to succeed at a particular grade level.

In QuickReads, 98 percent of the words are a combination of high-frequency words and words with a grade-appropriate set of phonic/syllabic patterns. Text deliberately constructed using this 98 percent match contrasts with current textbook and intervention programs, in which 10 percent to 15 percent of the words typically fall outside the grade-level curriculum. The remaining two percent of the words in QuickReads are taken from the vocabulary of social studies and science-words such as evaporation, communication, and symbols. Such words are often repeated in QuickReads, enabling students to fluently read a word that was difficult when it was first encountered.

The QuickReads Program at a Glance

Level A (2nd Grade Curriculum)

- " High-Frequency Words*: 300 most-frequently-used words
- " Phonics Patterns: Single-syllable words with regular short and long vowel patterns and consistent spelling patterns.
- " Projected Words Read Per Minute:
 - Book 1: 80 words
 - Book 2: 90 words
 - Book 3: 100 words

Level B (2nd Grade Curriculum)

- " High-Frequency Words*: 500 most-frequently-used words
- " Phonics Patterns: Single-syllable words with regular short and long vowel patterns, r-controlled vowels, and consistent spelling patterns.
- " Projected Words Read Per Minute:
 - Book 1: 90 words
 - Book 2: 100 words
 - Book 3: 110 words

Level C (3rd Grade Curriculum)

- " High-Frequency Words: 1,000 most-frequently-used words
- " Phonics Patterns: Vowel patterns in single-syllable words
- " Projected Words Read Per Minute:
 - Book 1: 100 words
 - Book 2: 110 words
 - Book 3: 120 words

Level D (4th Grade Curriculum)

- " High-Frequency Words: 1,000 most-frequently-used words
- " Phonics Patterns: Two-syllable words
- " Projected Words Read Per Minute:
 - Book 1: 110 words
 - Book 2: 120 words
 - Book 3: 130 words

Level E (5th Grade Curriculum)

- " High-Frequency Words: 2,500 most-frequently-used words
- " Phonics Patterns: Three-syllable words
- " Projected Words Read Per Minute:
 - Book 1: 120 words
 - Book 2: 130 words
 - Book 3: 140 words

Level F (6th Grade Curriculum)

- " High-Frequency Words: 5,000 most-frequently-used words
- " Phonics Patterns: Three-syllable words
- " Projected Words Read Per Minute:
 - Book 1: 130 words
 - Book 2: 140 words
 - Book 3: 150 words

*Carroll et al.'s ranking of words according to their frequency in school texts from grades 3-9 used. From Carroll, J.B., Davies, P., and Richman, B. Word Frequency Book. Boston, MA: Houghton Mifflin, 1971.

The Teacher's Resource Manual provides a proven Instructional Routine that can be used with each passage. This Routine contains three steps by which teachers can prepare students for reading, follow a model of fluent reading and check their understanding, as well as assess and record their reading speed. The Routine also offers goals and a number of additional teaching options targeted to the specific lesson.

Student Experiences	Quick Reads provides tools and methods for assessing students' skills before using QuickReads, interpreting the results, and using the Instructional Routine accordingly. The assessment in QuickReads also helps teachers access student's growth over time. Assessment information for each level can be found in the Teacher's Manual, as well as a
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comprehensive Placement Guide for all levels that is included in the Intervention and Classroom Kits.

In addition, QuickReads offers two tools by which students can track their own progress. The Reading Log and the Self-Check Graph enable students to feel the thrill of success as they chart their achievement.

Below is an overview of the assessment tools in QuickReads:

Administer Benchmark 1 to place students appropriately

The Teacher's Resource Manual gives explicit directions for administering the student skills assessments:

1. Make two copies of Benchmark 1.
2. Allow the student to quickly scan the text before he or she reads it aloud.
3. Ask the student to read for one minute and to begin reading with the title. Then, keep time as the student reads. Follow along on your copy of Benchmark 1. Indicate substitutions, insertions, omissions, and self-corrections with a checkmark.
4. Stop the student at the end of one minute, circling the last word the student reads.
5. Assess the student's comprehension with the review questions.

Administer Benchmark 2 to measure student growth

Follow the same procedure as you did with Benchmark 1 as a Posttest or to assess students' progress over a longer period of time.

Reading Log

After completing the reading of each topic, students record their accomplishments in the grid. They check off the title just read, and write the new words learned, new facts learned, and what else they would like to learn about this topic.

Self-Check Graph

In this grid students write their reading rate for each selection completed. Seeing their rate climb steadily can offer great motivation to students.

Interpreting the Benchmarks for All of the QuickReads Levels

Level A

If a student reads Benchmark 1 at:

- " a rate of 40 WCPM* and with at least 90% accuracy, consider using the complete instructional routine with Level A.
- " a rate of fewer than 40 WCPM* or with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routine, or use Ready Readers.
- " a rate of fewer than 40 WCPM* and with less than 90% accuracy, use Ready Readers.

Level B

If a student reads Benchmark 1 at:

- " a rate of at least 50-80 WCPM* and with at least 90% accuracy, consider using the complete Instructional Routine with Level B.
- " a rate of fewer than 50-80 WCPM* or with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routine, or use Level A
- " a rate of fewer than 50 WCPM* and with less than 90% accuracy, use Level A

Level C

If a student reads Benchmark 1 at:

- " a rate of at least 60-90 WCPM* and with at least 90% accuracy, consider the complete Instructional Routine with Level C.
- " a rate of fewer than 60-90 WCPM* or with at least 90% accuracy, use your

knowledge of the student to determine the Instructional Routine, or use Level B.
" a rate of fewer than 60 WCPM* and with less than 90% accuracy, use Level B.

Level D

If a student reads Benchmark 1 at:

" a rate of at least 70-100 WCPM* and with at least 90% accuracy, consider using the complete Instructional Routine with level D.
" a rate of fewer than 70-100 WCPM* or with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routine, or use Level C.
" a rate of fewer than 70 WCPM* and with less than 90% accuracy, use Level C.

Level E

If a student reads Benchmark 1 at:

" a rate of at least 80-110 WCPM* and with at least 90% accuracy, consider using the complete Instructional Routine with Level E.
" a rate of fewer than 80-110 WCPM* and with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routines, or use Level D.
" a rate of fewer than 80 WCPM* and with less than 90% accuracy, use Level D.

Level F

If a student reads Benchmark 1 at:

" a rate of at least 90-120 WCPM* and with at least 90% accuracy, consider using the complete Instructional Routine with Level F.
" a rate of fewer than 90-120 WCPM* or with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routine, or use Level E.
" a rate of fewer than 90 WCPM* and with less than 90% accuracy, use Level E.

*WCPM = Words Correct Per Minute

Assessment Quick Reads provides tools and methods for assessing students' skills before using QuickReads, interpreting the results, and using the Instructional Routine accordingly. The assessment in QuickReads also helps teachers access student's growth over time. Assessment information for each level can be found in the Teacher's Manual, as well as a comprehensive Placement Guide for all levels that is included in the Intervention and Classroom Kits.

In addition, QuickReads offers two tools by which students can track their own progress. The Reading Log and the Self-Check Graph enable students to feel the thrill of success as they chart their achievement.

Below is an overview of the assessment tools in QuickReads:

Administer Benchmark 1 to place students appropriately

The Teacher's Resource Manual gives explicit directions for administering the student skills assessments:

1. Make two copies of Benchmark 1.
2. Allow the student to quickly scan the text before he or she reads it aloud.
3. Ask the student to read for one minute and to begin reading with the title. Then, keep time as the student reads. Follow along on your copy of Benchmark 1. Indicate substitutions, insertions, omissions, and self-corrections with a checkmark.
4. Stop the student at the end of one minute, circling the last word the student reads.
5. Assess the student's comprehension with the review questions.

Administer Benchmark 2 to measure student growth

Follow the same procedure as you did with Benchmark 1 as a Posttest or to assess students' progress over a longer period of time.

Reading Log

After completing the reading of each topic, students record their accomplishments in the grid. They check off the title just read, and write the new words learned, new facts learned, and what else they would like to learn about this topic.

Self-Check Graph

In this grid students write their reading rate for each selection completed. Seeing their rate climb steadily can offer great motivation to students.

Interpreting the Benchmarks for All of the QuickReads Levels

Level A

If a student reads Benchmark 1 at:

- " a rate of 40 WCPM* and with at least 90% accuracy, consider using the complete instructional routine with Level A.
- " a rate of fewer than 40 WCPM* or with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routine, or use Ready Readers.
- " a rate of fewer than 40 WCPM* and with less than 90% accuracy, use Ready Readers.

Level B

If a student reads Benchmark 1 at:

- " a rate of at least 50-80 WCPM* and with at least 90% accuracy, consider using the complete Instructional Routine with Level B.
- " a rate of fewer than 50-80 WCPM* or with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routine, or use Level A
- " a rate of fewer than 50 WCPM* and with less than 90% accuracy, use Level A

Level C

If a student reads Benchmark 1 at:

- " a rate of at least 60-90 WCPM* and with at least 90% accuracy, consider the complete Instructional Routine with Level C.
- " a rate of fewer than 60-90 WCPM* or with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routine, or use Level B.
- " a rate of fewer than 60 WCPM* and with less than 90% accuracy, use Level B.

Level D

If a student reads Benchmark 1 at:

- " a rate of at least 70-100 WCPM* and with at least 90% accuracy, consider using the complete Instructional Routine with level D.
- " a rate of fewer than 70-100 WCPM* or with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routine, or use Level C.
- " a rate of fewer than 70 WCPM* and with less than 90% accuracy, use Level C.

Level E

If a student reads Benchmark 1 at:

- " a rate of at least 80-110 WCPM* and with at least 90% accuracy, consider using the complete Instructional Routine with Level E.
- " a rate of fewer than 80-110 WCPM* and with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routines, or use Level D.
- " a rate of fewer than 80 WCPM* and with less than 90% accuracy, use Level D.

Level F

If a student reads Benchmark 1 at:

- " a rate of at least 90-120 WCPM* and with at least 90% accuracy, consider using the complete Instructional Routine with Level F.
- " a rate of fewer than 90-120 WCPM* or with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routine, or use Level E.

" a rate of fewer than 90 WCPM* and with less than 90% accuracy, use Level E.

*WCPM = Words Correct Per Minute

Organization

The QuickReads program consists of 6 levels, A-F. Each level consists of three books, each with nine science and nine social studies topics. Each topic consists of five connected passages. This structure enables students to explore a topic in-depth and build a body of knowledge they can use when they read their content-area texts. Review materials follow each topic and ensure that students are reading with comprehension.

The topics of the reading passages in QuickReads have been selected to match national and state standards for science and social studies at each grade. Below is an overview of the QuickReads topics.

Topics in Level A

Book 1 (80 words)

Science

- " Pets
- " Your Five Senses
- " From Seeds to Plants

Social Studies

- " The United States of America
- " American Places
- " Americans Who Dream

Book 2 (90 words)

Science

- " How Things Are Measured
- " Seasons
- " Stars

Social Studies

- " Houses Around the World
- " Places People Work
- " Lakes and Ponds

Book 3 (100 words)

Science

- " Science on the Playground
- " Solids, Liquids, and Gases
- " Floating and Sinking

Social Studies

- " Toys of Long Ago
- " American Stories
- " The Stone Age

Topics in Level B

Book 1 (90 words)

Science

- " Do Animals Talk?
- " Insects

" Trees

Social Studies

" National Symbols

" Being a Citizen

" Brave Americans

Book 2 (100 words)

Science

" Weather

" Water and Us

" Rocks

Social Studies

" Maps

" Money

" Jobs Around Us

Book 3 (110 words)

Science

" Magnets

" Forces Around Us

" Thinking Like a Scientist

Social Studies

" Children's Games

" Transportation Then and Now

" Life in Colonial America

Topics in Level C

Book 1 (100 words)

Science

" Dinosaurs

" Animal Giants

" Plants

Social Studies

" American Heroes

" Celebrations

" Our National Government

Book 2 (110 words)

Science

" Hurricanes

" Earthquakes

" The Solar System

Social Studies

" Oceans

" Rain Forests

" Economics

Book 3 (120 words)

Science

- " Inventions
- " Simple Machines
- " Sound

Social Studies

- " Ancient Egypt
- " The Ways We Communicate
- " Native Americans

Topics in Level D

Book 1 (110 words)

Science

- " Animal Communities
- " Birds and Their Habitats
- " The Human Body

Social Studies

- " Immigration to America
- " The Constitution of the United States
- " American Pathfinders"

Book 2 (120 words)

Science

- " Volcanoes
- " Taking Care of Our Earth
- " Day and Night

Social Studies

- " Geography and How We Live
- " Natural Resources and the Economy
- " Our North American Neighbors

Book 3 (130 words)

Science

- " Electricity
- " Wind and Solar Energy
- " Cameras and Photography

Social Studies

- " The History of Sports
- " Ancient Rome
- " European Explorers of North America
- "

Topics in Level E

Book 1

(120 words)

Science

- " Marine Animals Without Backbones
- " Plants and People
- " Food and Nutrition

Social Studies

- " Civil Rights Leaders
- " The 50 American States
- " The United States and the World Community

Book 2 (130 words)

Science

- " Earth's Moon
- " Air and the Atmosphere
- " Minerals

Social Studies

- " The World's Population
- " Rivers of the United States
- " Managing Money

Book 3

(140 words)

Science

- " How Light Works
- " Heat and Energy
- " The Laws of Motion

Social Studies

- " The Middle Ages
- " The American Civil War
- " Ancient Civilizations of the Americas

Level F Topics

Book 1 (130 WPM)

Science

- " Cells
- " Nervous System
- " Symbiosis

Social Studies

- " American Pioneers
- " Speeches That Inspire
- " Celebrating Independence

Book 2 (140 WPM)

Science

- " Wetlands
- " Beneath the Ocean's Surface
- " The Changing Earth

Social Studies

- " Managing Garbage
- " Purchasing Power
- " Environmental Disasters

Book 3 (150 WPM)

Science

- " The Scientific Method

" Constructing a Building
" Computers

Social Studies

" The Depression Era
" Ancient Greece
" World War II

Within a level, the passages are grouped into three books of increasing difficulty. By steadily increasing the length of passages, QuickReads helps students increase reading speed through repeated exposure to high-frequency words. Thus, QuickReads helps students develop automaticity with these critical words.

Resource Materials **Teacher's Resource Manual**
The Teacher's Resource Manual provides a proven Instructional Routine that can be used with each passage. This Routine contains three steps by which teachers can prepare students for reading, follow a model of fluent reading and

Gratis Items to be provided and under what conditions 1 Precision Planner CD-ROM with the purchase of the Complete Program

Available Ancillary Materials

Research Data and Evidence of Effectiveness

Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.

Research Available **YES - provide information below**
A summary of the Research on QuickReads is provided below. Additional program research can be found at:
<http://www.textproject.org/library>. See articles entitled: The Critical Word Factor in Texts for Beginning Readers: Effects on Reading Speed, Accuracy, and Comprehension, Text Matters in Developing Fluent Reading, The Role of Text in Developing Fluency: A Comparison of Two Interventions, and The Effects of Text Difficulty on Second Graders' Fluency Development.

Overall Strength and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations: This material is only a supplemental material that focuses on fluency. This is not stand alone material. Some comprehension skills are touched on, but are not given adequate attention to master a skill. The class procedure is the same for every lesson. This could be a strength for certain students who need constant structure, but could prove uninteresting for many students.

Summary Form

I. Technology Component Summary

II. Reading Content Summary
 primarily fluency instruction

0.3599999999999999

only fluency instruction

- III. Writing Content Summary
- IV. Grammar and Spelling Content Summary
- V. Listening /Speaking / Observing Content Summary
- VI. Inquiry Content Summary
- VII. Technology Content Summary
- VIII. Audience: Teacher Materials Content Summary
- IX. Audience: Student Materials Content Summary
- X. Format Content Summary
- XI. Ancillary Materials Content Summary

READING CONTENT

focused on high frequency words and phonics patterns

only evidence that reading is connected is 5 or 6 passages that are under the same big idea

only 2 comprehension questions about each passage

teacher prompts students to "think about what you already know about the topic" for every passage but no further prompting is given

material not intended to teach phonological awareness

Phonics patterns and high frequency words are used.

Students are asked to find two vocabulary words that they might find difficult in every lesson. Very little vocabulary development is taught.

2 comprehension questions about each passage. One open response and one multiple choice question.

This focus for this material is fluency. Students read each passage 3 times. Fluency is tracked throughout the materials.

no information about grouping but material suggests that only a group of students may need this material

benchmarks included with information about which instructional level to go to based on data from assessment selections only for fluency instruction

all selections are nonfiction

This program uses the same instructional routine for every lesson.

WRITING CONTENT

GRAMMAR AND SPELLING

LISTENING / SPEAKING / OBSERVING

INQUIRY

TECHNOLOGY CONTENT

AUDIENCE: TEACHER MATERIALS

AUDIENCE: STUDENT MATERIALS

FORMAT

ANCILLARY MATERIALS